

History

A significant turning point in British history- Industrial Revolution

I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.

I can use dates and historical language within my work.

I can appreciate that significant events in history have helped shape the country we have today.

I can describe the everyday lives of men, women and children from the past.

I can describe how an event has shaped modern Britain.

I can appreciate how historical artefacts have helped us understand more about British lives in the past and present.

Science

I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).

I know how a material dissolves to form a solution; explaining the process of dissolving.

I know and show how to recover a substance from a solution.

I know how some materials can be separated.

I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).

Working scientifically

I know how to plan different types of scientific enquiry.

know how to control variables in an enquiry.

I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

PSHE

-what makes a healthy friendship and how they make people feel included

-strategies to help someone feel included

about peer influence and how it can make people feel or behave and the impact of the need for peer approval in different situations

-strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

that it is common for friendships to experience challenges

-strategies to positively resolve disputes and reconcile -differences in friendships

-that friendships can change over time and the benefits of having new and different types of friends

-how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable

-when and how to seek support in relation to friendships

-to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations

-how to ask for, give and not give permission for physical contact and how to respond to unwanted or unacceptable physical contact.

-how it feels in a person's mind and body when they are uncomfortable

-that it is never someone's fault if they have experienced unacceptable contact

-that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about

-whom to tell if they are concerned about unwanted physical contact

Computing

I can create strong passwords

I can make safe choices about the use of technology.

I can suggest ways to use technology in ways which minimises risk

I can explain how the need for peer approval can impact behaviour online

I can explain how to create a nickname/alias for online use

I can explain the benefits of using an online alias.

I can explain the dangers of online aliases

I can explain the potential risk of providing personal information online.

Curriculum Content - Year 5

Skill coverage



Autumn 1 Big Question:

Could you be the next great inventor?

Enrichment Opportunities

Harvest Festival

B. Ware Author Visit

DT

I can produce a detailed step-by-step plan.

I can use a range of tools and equipment expertly.

I can use a range of joining techniques.

I keep checking that my design is the best it can be or whether it could be improved.

Art

I can explore the work of famous architects and designers.

I can make small studies from observation using viewfinders to focus on selected parts.

I can organise line, tone, shape and colour to represent figures and forms in movement.

I can identify and draw simple objects and use marks and lines to produce texture.

I can explain why I have chosen specific materials to draw with such as pencil or charcoal.

RE

Compare how people of different faiths practice of religion in the home.

Know the main features of an act of worship and talk about its importance for believers.

Explore symbolism and intended meaning for believers.

Compare symbols, actions and gestures used in worship.

Identify ways in which different religions describe God.

Explore diversity in religion and reflect on similarities and differences.

Find out about the activities of a local religious community and make links with religious teachings.

Make links between beliefs and actions and how they might have national and international impact.

Geography

I can map land use.

I can explain how a location fits into its wider geographical location; with reference to human and economical features.

I can explain what a place might be like in the future, taking account of issues impacting on human features.

I can report on ways in which humans have both improved and damaged the environment.

PE

Year 4 swimming skills: I can swim competently, confidently and proficiently over a distance of at least 25 metres

I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

When passing, children add flair by adapting throwing style, fake passing and passing to allow others to find space.

Children change direction and speed to avoid opponents

Move into space after completing a pass.

Swim competently, confidently and proficiently for 25m.

Use the strokes front crawl, back stroke and breaststroke effectively.

Tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30

Music

Compose body percussion patterns to accompany a sea shanty writing these using rhythm grids.

Sing a sea shanty expressively with accurate pitch and a strong beat.

Play bass notes, chords or rhythms to accompany singing.

Sing in unison while playing an instrumental beat (untuned)

Keep the beat while playing a cup game

Talk about the purpose of a sea shanty and describe the features using music vocabulary.

MFL

I can hold a simple conversation with at least 4 exchanges.

I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly

I can understand a short story or factual text and note the main points

Maths - Areas of Learning

Number and Place Value
Addition and Subtraction
Multiplication and Division
Shape—2d, 3d, regular and irregular.

English - Reading - Texts

The invention of Hugo Cabret
Non fiction texts on the Industrial Revolution
Street child
Class Text

English - Writing Opportunities

Writing a diary entries
Non chronological reports
Character descriptions

History

Queen Victoria.
Life before and after the Industrial Revolution.
What were the major inventions during the Industrial Revolution.
Life for children during the Industrial Revolution.
Key inventions and inventors.

DT

Carry out market research and design a toy involving pneumatics.

Science

Comparing and grouping materials based on different properties for example, hardness and solubility.
Separating materials
Dissolving materials through an experiment to identify whether they are soluble or insoluble.

Computing

E-Safety
Sharing content safely online
Protecting our privacy online

Curriculum Content - Year 5

What does this look like in the classroom?



Autumn 1 Big Question:
Could you be the next great inventor?

PSHE

Managing friendships, including different strategies
Safe relationships

Geography

How did towns and cities change during the industrial revolution.
The impact of the Industrial Revolution on the environment.

Enrichment Opportunities

Harvest Festival
B. Ware Author Visit

MFL

Different holiday locations
Types of accommodations
What we find at the zoo
Activities on the beach and at the theme park

PE

Swimming
Tag Rugby skills

Music

Sea Shanties
beat, rhythm, chords, dot notation

Art

Antoni Gaudi, Zaha Hadid & William Morris
How do architects and designers use drawing?

RE

What is the World Wide Church?
Harvest Festival including how harvest is celebrated around the world.